

**NORTH DAKOTA STATE & TRIBAL COLLEGE
TRANSITION TO TEACHING
CLINICAL PRACTICE PROGRAM**



**NORTH DAKOTA
DEPARTMENT OF
CAREER AND TECHNICAL EDUCATION**

**State Capitol 15th Floor
Dept. 270
Bismarck, North Dakota 58505**

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INTRODUCTION

The primary purpose of the Transition to Teaching/Clinical Practice Program is to assist new Career and Technical Education professionals to develop into excellent instructors. The program is designed to provide significant support to new instructors as they transition from business and industry responsibilities to an educational environment.

Support for new educators will come from mentors, content specialists, teacher education supervisors, Career and Technical Education supervisors and designated administrators. The goal of the program is two-fold: 1) to assist new professionals in becoming effective teachers and 2) to assist new professionals in meeting the certification requirements as a North Dakota Career and Technical Education instructor.

The program was developed by the North Dakota Career and Technical Education Department in cooperation with the North Dakota two-year colleges, the Tribal colleges and Valley City State University. It is designed to be completed in one academic year (two semesters). Upon completion of the *Clinical Practice*, the participant will be awarded fifteen credits through Valley City State University. Twelve of the credits will be in *Clinical Practice* and will satisfy the student teaching requirement in a Bachelor's Degree at VCSU. Three credits are in *Introduction to Teaching* and satisfy an elective requirement in the Bachelor's Degree program at VCSU. This program replaces a Career and Technical Education certification program that required fourteen credits to be taken over a four year time period. During the four years, new instructors receive two 2-year provisional certificates.

In addition to the supervised classroom/laboratory instruction, the Clinical Practice Program will require the participants to attend a series of six seminars. These seminars will focus on six teaching standards designed to give purpose and direction to the teaching profession.

ACKNOWLEDGEMENTS

The process of developing the Transition to Teaching/Clinical Practice for post-secondary Career and Technology Education instructors required input from a number of sources. We wish to acknowledge Mr. August Ritter and Dr. Gerald Roth for the work they have done in developing and implementing the Transition to Teaching/Clinical Practice Program for secondary school CTE teachers. Their work and guidance was very helpful in completing this project. The program required coordination with Valley City State University. We are grateful for the guidance and cooperation we received from Dr. Larry Grooters and Mr. David Melgaard at VCSU. Also, as we worked through the project, considerable consultation took place with Mr. Mark Wilson, Assistant Director for Career and Technical Education. We are grateful for his vision, direction, and support.

North Dakota State and Tribal College Transition to Teaching/Clinical Practice Program

The *Transition to Teaching/Clinical Practice* program is designed to help develop individuals in their role as classroom instructor and advisor and assist them in meeting North Dakota Career and Technical Education certification requirements. Required seminars will be scheduled to minimize conflict with regular teaching responsibilities.

Roles and Responsibilities

Participant

Fall Semester

- ☐ The participant must meet the program requirements established by their participating college and Valley City State University. They will also meet the interim career and technical education certification requirements established by the director of career and technical education.
- ☐ The participant will complete the *Transition to Teaching/ Clinical Practice program* during their teaching time at the college and through his/her work with the mentor, designated administrator, and content specialist. In addition, seminar time will be scheduled during fall and spring semesters.
- ☐ The participant will complete the *Introduction to Teaching* class expectations by attending scheduled seminars and completing related assignments.
- ☐ The participant will attend an orientation seminar that will also be attended by the designated administrator and mentor.
- ☐ The participant agrees to be closely supervised by their mentor and administrator during the first semester. This will include a classroom observation and post conference, conducted by the mentor, once per month during the semester. The designated administrator will conduct an observation followed by a post conference in accordance with established institutional policy. The designated administrator and mentor will complete and submit an evaluation report of observations and post conferences to the *Transition to Teaching/Clinical Practice* project coordinator at the end of the semester.
- ☐ The participant will keep a binder that documents seminar materials, resources, references, assignments, observations, post conference evaluations, and useful materials received and completed throughout the program.
- ☐ The participant will observe the mentor or another instructor for an entire class period a minimum of two times per semester.
- ☐ The participant will observe an advisor/advisee conference conducted by their mentor or another teacher.

- ☐ The participant will establish rapport and work with their assigned content specialist. The content specialist will serve as a consultant offering materials and suggestions for lessons taught by the participant.

Spring Semester

- ☐ The participant must meet the program requirements established by their college, teacher education university, and the North Dakota interim career and technical education certification requirements.
- ☐ The participant will complete the Clinical Practice. This will be accomplished during the participant's teaching time at the college and through his/her work with the mentor, designated administrator, and content specialist.
- ☐ As part of the Clinical Practice requirement, the participant will attend scheduled seminar sessions.
- ☐ The participant agrees to be closely supervised by their mentor and administrator during the second semester. This will include a monthly classroom observation and post conference conducted by the mentor. The designated administrator will conduct an observation and post conference in accordance with institutional policy. The mentor and designated administrator will complete the participant's evaluation forms and submit them to the project coordinator.
- ☐ The participant will continue to work with the assigned content specialist.
- ☐ The participant will provide documentation to the State director of Career and Technical Education verifying successful completion of the *Transition to Teaching/Clinical Practice* requirements for Career and Technical Education certification.

Mentor

Fall Semester

- ☐ The mentor must meet cooperating teacher's qualifications established by the college/university.
- ☐ The mentor will attend an orientation seminar that will also be attended by the designated administrator and participant.
- ☐ The mentor will agree to provide close supervision throughout the program. This will include conducting a monthly classroom observation followed by a post conference. Written reports will be submitted to the project coordinator at the end of the semester.
- ☐ The mentor will allow the participant to complete two classroom observations and post conferences of him/her self or other instructors during the semester.

- ☐ The mentor will allow the participant to observe an *advisor/advisee* conference conducted by the mentor or will arrange for the participant to observe another instructor conducting an *advisor/advisee* conference.

Spring Semester

- ☐ The mentor will agree to provide close supervision throughout the program. This will include conducting a classroom observation followed by a post conference with the participant once a month during the spring semester. Written reports will be submitted to the project coordinator at the end of the semester.
- ☐ The mentor will allow the participant to complete two classroom observations and post conferences of him/her self or other instructors during the semester.
- ☐ The mentor and designated administrator will complete the participant's evaluation forms and submit them to the project coordinator.

Designated Administrator

- ☐ The designated administrator will attend an orientation seminar that will also be attended by the mentor and participant.
- ☐ The designated administrator will conduct a participant observation followed by a post conference in accordance with institutional policy.
- ☐ The designated administrator and the mentor will complete the participant's evaluation forms and submit them to the project coordinator.

Content Specialist

- ☐ The content specialist will establish rapport with the assigned participant.
- ☐ The content specialist will serve as a consultant throughout the year.

Teacher Education Program

- ☐ The teacher education program will work with the participant to develop a professional education plan of study that meets career and technical education certification and university degree requirements.
- ☐ The teacher education program will arrange for the issuance of course credit.
- ☐ The teacher education program will monitor the field experiences of the participants in the same manner as for students completing the regular student teaching experience.

Participating College

- ☐ The participating college will submit an *Interim Certification Authorization* form to the State director of Career and Technical Education verifying their support for the *Transition to Teaching/Clinical Practice* program and requesting participant involvement in the *Transition to Teaching/Clinical Practice* program.

North Dakota Department of Career and Technical Education

- ☐ The Department of Career and Technical Education will serve as the fiscal agent for the *Transition to Teaching/Clinical Practice* program.
- ☐ The CTE program supervisor will meet with the participant during the school year to determine the kinds of technical assistance and other support the participant may need.
- ☐ The CTE program supervisor and the participant will communicate to discuss any issues or questions as needed during the year.
- ☐ The CTE program supervisor will conduct an on-site visit with the participant in conjunction with his /her role as state program supervisor and may assist the teacher education program in monitoring and assessing the participant's progress.
- ☐ The CTE program supervisor will conduct training for groups of participants with similar needs.
- ☐ The Department of Career and Technical Education will certify the participant once they have completed the Clinical Practice Program.

Project Coordinator

- ☐ The project coordinator will develop a seminar schedule, timeline, and implementation plan for the *Transition to Teaching/Clinical Practice* program.
- ☐ The project coordinator will identify and hire the seminar presenters.
- ☐ The project coordinator will conduct meetings at state and tribal colleges to promote and provide information about the *Transition to Teaching/Clinical Practice* program.
- ☐ The project coordinator will organize and conduct an orientation seminar for designated administrators, mentors and participants at the start of the program.
- ☐ The project coordinator will work closely with the mentors to monitor the field experiences of the participants.
- ☐ The project coordinator will encourage and work with participants to develop and implement their comprehensive professional education plan of study.
- ☐ The project coordinator will submit a project assessment to the assistant State director of Career and Technical Education at the end of the program year.

- ☐ The project coordinator will work closely with the mentors to monitor the field experiences of the participants.
- ☐ The project coordinator will encourage and work with participants to develop and implement their comprehensive professional education plan of study.
- ☐ The project coordinator will submit a project assessment to the assistant State director of Career and Technical Education at the end of the program year.

NORTH DAKOTA STATE AND TRIBAL COLLEGE TRANSITION TO TEACHING/CLINICAL PRACTICE PROGRAM

STANDARDS AND BENCHMARKS

The Transition to Teaching Standards and Benchmarks are designed to give purpose and direction to the professional development activities offered through the Transition to Teaching/Clinical Practice Program. They will be used as follows:

- To help participants focus on the key areas of effective teaching.
- To assist the participants in identifying their areas of strength and areas where improvements are needed in instruction and professional development.
- To guide the mentors, content specialists and administrators when giving support and direction to the participating instructors.
- To provide direction in determining seminar content for participants.

THE TRANSITION TO TEACHING STANDARDS

Standard 1: DESIGN EFFECTIVE INSTRUCTION.

Standard 2: ESTABLISH AN ENVIRONMENT THAT IS CONDUCIVE TO TEACHING AND LEARNING.

Standard 3: IDENTIFY, SELECT, AND UTILIZE INSTRUCTIONAL RESOURCES THAT ENHANCE TEACHING AND LEARNING.

Standard 4: DELIVER INSTRUCTION TO MEET THE VARIED NEEDS OF ALL STUDENTS.

Standard 5: ASSESS STUDENT PERFORMANCE.

Standard 6: EXEMPLIFY THE ROLE OF A PROFESSIONAL EDUCATOR.

Standard 1: DESIGN EFFECTIVE INSTRUCTION

Benchmarks

- 1.1 Develop instructional goals that are based on appropriate content, are clearly stated, measurable, and understood by the instructor and the students.
- 1.2 Utilize knowledge of students' needs, interests, learning styles, and diversity when selecting teaching goals, strategies, and assessment methods.
- 1.3 Follow an approved course syllabus format that communicates instructional goals, course content, and student expectations.
- 1.4 Maintain an appropriate balance between laboratory and classroom instruction that encourages conceptual development and promotes student enthusiasm for learning.
- 1.5 Continually build on knowledge and skills learned in previous classroom and laboratory instruction.
- 1.6 Continually search for best practices.
- 1.7 Involve students in co-curricular activities that allow them to practice learned skills and concepts.

**Standard 2: ESTABLISH AN ENVIRONMENT THAT IS CONDUCTIVE TO
TEACHING AND LEARNING**

Benchmarks

- 2.1 Establish and implement classroom procedures.
- 2.2 Organize physical space and instructional resources to facilitate effective teaching and learning.
- 2.3 Communicate positive expectations for students' success.
- 2.4 Maintain a caring atmosphere that shows respect for the diverse ideas, skills, and experiences of students.
- 2.5 Use teaching methods that demonstrate the importance of the course content and students learning.

**Standard 3: IDENTIFY, SELECT, AND UTILIZE INSTRUCTIONAL
RESOURCES THAT ENHANCE TEACHING AND LEARNING**

Benchmarks

- 3.1 Align instructional resources with course content goals, assessment strategies, and student needs.
- 3.2 Identify the process used to access instructional resources and utilize resources to facilitate teaching and learning of course content.
- 3.3. Establish, utilize, and maintain business and industry contacts to enhance teaching and learning opportunities.
- 3.3 Work with your department chair to develop short-range and long-range plans for acquiring and updating instructional resources.

**Standard 4: DELIVER INSTRUCTION TO MEET THE VARIED NEEDS
OF STUDENTS**

Benchmarks

- 4.1 Align instructional strategies with the specific content recognizing that the teaching of each concept may require multiple and varied approaches in order to be understood.
- 4.2 Design and deliver instruction in ways that facilitate active student involvement.
- 4.3 Choose teaching methods and assessment strategies that correlate with one another.
- 4.4 Use questioning as a technique for both teaching and assessing students.
- 4.5 Use technology to design, deliver and assess teaching and learning.
- 4.6 Be alert to students with special needs and make modifications in instruction and assessment to maximize their achievement.
- 4.7 Develop an understanding of students with diverse needs and utilize teaching strategies that will help them succeed.
- 4.8 Make modifications in instruction to meet changing circumstances and needs.
- 4.9 Use the results of varied assessments to improve teaching and learning.
- 4.10 Provide feedback to the students in a timely manner.

Standard 5: ASSESS STUDENT PERFORMANCE

Benchmarks

- 5.1 Identify the course content that all students need to know and select assessment strategies that are congruent with the instructional goals.
- 5.2 Provide multiple ways for students to demonstrate their knowledge, understanding, and skills.
- 5.3 Clearly communicate assessment criteria and standards to the students.
- 5.4 Maintain records of student competency levels.
- 5.5 Communicate progress to the student.
- 5.6 Utilize assessment results to guide instructional improvements.

Standard 6: EXEMPLIFY THE ROLE OF A PROFESSIONAL EDUCATOR

Benchmarks

- 6.1 Demonstrate extensive subject matter expertise and develop a plan for continuous upgrading of knowledge and skills.
- 6.2 Continuously evaluate knowledge and skills and implement change to reflect current trends in teaching and learning.
- 6.3 Participate in professional development activities that strengthen pedagogical and subject content knowledge and skills.
- 6.4 Initiate feedback on classroom performance from a variety of sources.
- 6.5 Reflect on feedback results, identify and address areas needing further development in both pedagogical and subject content knowledge and skills...
- 6.6 Model a professional image in the classroom and laboratory that is consistent with that found in the profession and in business and industry.
- 6.7 Become a team member and contribute to the growth and development of your department and the college.
- 6.8 Join and actively support local, state, and national professional organizations.
- 6.9 Assist students with their career planning and the development of their course of study.

**INTERIM CERTIFICATION
CLINICAL PRACTICE AUTHORIZATION**
North Dakota State Board for Career and Technical Education

Applicants who have entered the profession of teaching and are seeking to complete the requirements for career and technical education certification through the *Transition to Teaching/Clinical Practice* program must complete and send this form to the office of the State Director of Career and Technical Education. This form indicates support and a request for acceptance into the *Transition to Teaching/Clinical Practice* program.

Please provide the following information about the clinical practice placement and signatures

Name of instructor participation _____

Academic year clinical practice plan will be accomplished _____

Name of college at which instructor is employed _____

Name of University providing TTT/CP credit _____

Signatures

I have read and understand the requirements of the *Transition to Teaching /Clinical Practice* program and request authorization approval by the State Board for Career and Technical Education.

Designated Administrator _____

Instructor participating in clinical experience _____

Mentor assigned on-site _____

Content area specialist _____

College/University dean or chair _____

For State only

The above named applicant is authorized to participate in the Transition to Teaching/Clinical Practice program for the purpose of obtaining Career and Technical Education certification.

NDCTE, Executive Director

Return completed Form To:

Wayne Kutzer, State Director
Career and Technical Education
State Capitol Dept. 270
600 East Boulevard Avenue
Bismarck, ND 58505-0610

For information

Karen Botine, Clinical Practice Contact
Phone (701) 328.3101
kbotine@state.nd.us

SEMINAR DESCRIPTION

The Transition to Teaching/Clinical Practice Program contains a series of six seminars. These seminars are based on the Standards and Benchmarks outlined in this manual. There will be three seminars scheduled in each of the two semesters. Each seminar will focus on a single standard and will be presented by an educator or educators who have significant experience and expertise relating to the standard being addressed. Resource material will be provided for the participants. Seminars will begin with follow up and review of previous presentations to address any questions that participants may wish to ask.

The seminar topics are:

- I. Designing Effective Instruction
- II. Establishing an Environment Conducive to Teaching and Learning
- III. Instructional Resources that Enhance Teaching and Learning
- IV. Delivering Instruction to Meet the Varied Needs of Students
- V. Assessing Student Performance
- VI. Exemplify the Role of a Professional Educator

SEMINAR I

DESIGN EFFECTIVE INSTRUCTION

Benchmarks

- 1.1 Develop instructional goals that are based on appropriate content, are clearly stated, measurable and understood by the instructor and the students.
- 1.2 Utilize knowledge of students' needs, interests, learning styles and diversity in selecting teaching goals, strategies, and assessment methods.
- 1.3 Follow an approved course syllabus format that communicates instructional goals, course content and student expectations.
- 1.4 Maintain an appropriate balance between laboratory and classroom instruction that encourages conceptual development and promotes student enthusiasm for learning..
- 1.5 Continually build on knowledge and skills learned in previous classroom and laboratory instruction.
- 1.6 Continually search for best practices.
- 1.7 Involve students in co-curricular activities that allow them to practice learned skills and concepts.

SEMINAR II

ESTABLISH AN ENVIRONMENT THAT IS CONDUCIVE TO TEACHING AND LEARNING

Benchmarks

- 2.1 Establish and implement classroom procedures.
- 2.2 Organize physical space and instructional resources to facilitate effective teaching and learning.
- 2.3 Communicate positive expectations for students' success.
- 2.4 Maintain a caring atmosphere that shows respect for the diverse ideas, skills and experiences of students.
- 2.5 Use teaching methods that demonstrate the importance of the course content and students learning.

SEMINAR III

IDENTIFY, SELECT, AND UTILIZE INSTRUCTIONAL RESOURCES THAT ENHANCE TEACHING AND LEARNING

Benchmarks

- 3.1 Align instructional resources with course content goals, assessment strategies, and the needs of the students.
- 3.2 Identify the process used to access instructional resources and utilize resources to facilitate teaching and learning of course content.
- 3.3 Establish, utilize, and maintain business and industry contacts to enhance teaching and learning opportunities.
- 3.4 Work with your department chair to develop short-range and long-range plan for acquiring and updating instructional resources.

SEMINAR IV

DELIVER INSTRUCTION TO MEET THE VARIED NEEDS OF STUDENTS

Benchmarks

- 4.1 Align instructional strategies with the specific content recognizing that the teaching of each concept may require multiple and varied approaches in order to be understood.
- 4.2 Design and deliver instruction in ways that facilitate active student involvement.
- 4.3 Choose teaching methods and assessment strategies that correlate with one another.
- 4.4 Use questioning as a technique for both teaching and assessing students.
- 4.5 Use technology to design, deliver, and assess teaching and learning.
- 4.6 Be alert to students with special needs and make modifications in instruction and assessment to maximize their achievement.
- 4.7 Develop an understanding of students with diverse needs and utilize teaching strategies that will help them succeed.
- 4.8 Make modifications in instruction to meet changing circumstances and needs.
- 4.9 Use the results of varied assessments to improve teaching and learning.
- 4.10 Provide feedback to the students in a timely manner.

SEMINAR V

ASSESS STUDENT PERFORMANCE

Benchmarks

- 5.1 Identify the course content that all students need to know and select assessment strategies that are congruent with the instructional content goals.
- 5.2 Provide multiple ways for students to demonstrate their knowledge, understanding, and skills.
- 5.3 Clearly communicate assessment criteria and standards to the students.
- 5.4 Maintain records of student competency levels.
- 5.5 Communicate progress to the student.
- 5.6 Utilize assessment results to guide instructional improvements.

SEMINAR VI

EXEMPLIFY THE ROLE OF A PROFESSIONAL EDUCATOR

Benchmarks

- 6.1 Demonstrate extensive subject matter expertise and develop a plan for continuous upgrading of knowledge and skills.
- 6.2 Continuously evaluate pedagogical knowledge and skills and implement change to reflect current trends in teaching and learning.
- 6.3 Participate in professional development activities that strengthen pedagogical and subject content knowledge and skills.
- 6.4 Initiate feedback on classroom performance from a variety of sources.
- 6.5 Reflect on feedback results, identify and address areas needing further development in both pedagogical and subject content knowledge and skills.
- 6.6 Model a professional image in the classroom and laboratory that is consistent with that found in the profession and in business and industry.
- 6.7 Become a team member and contribute to the growth and development of your department and college.
- 6.8 Join and actively support local, state, and national professional organizations.
- 6.9 Assist students with their career planning and the development of their course of study.

NOTES

Transition to Teaching/Clinical Practice
Instructor/Participant Monthly Progress Observation
(complete monthly during each semester)

Instructor _____ College _____

Course _____ Mentor _____ Date _____

Directions: This form is designed to be used by the mentor to evaluate the instructor/participant progress in the development of teaching competencies monthly during each semester. A copy of the completed observation is to be sent to the *Transition to Teaching* project coordinator. A rating system of 5-1 with five meaning “highly successful” and one meaning “need’s improvement” is available. Rate the instructor/participant by circling the most appropriate number and by the addition of comments at the end of the evaluation. Competencies that do not apply may be left blank.

- | | <u>Monthly</u> |
|--|-----------------------|
| I. <u>PERSONAL</u> | |
| A. Personal Appearance
Exhibits good taste and neatness in dress; is clean; has no distracting mannerisms | 5 4 3 2 1 |
| B. Classroom Personality and Attitude
Is mentally alert; has sense of humor; exercises self control; is poised and confident; is cheerful; maintains positive attitude | 5 4 3 2 1 |
| II. <u>PROFESSIONAL</u> | |
| A. Promise of Future Growth
Making progress in clinical practice; identifying and overcoming weaknesses; building on strengths | 5 4 3 2 1 |
| B. Responsibility and Dependability
Carries out assigned tasks; accepts responsibility; volunteers for assignments; shows leadership | 5 4 3 2 1 |
| III. <u>CLASSROOM MANAGEMENT AND TEACHING COMPETENCE</u> | |
| A. Knowledge of Subject Matter
Has an understanding and a working knowledge of content in teaching area | 5 4 3 2 1 |
| B. Ability to Plan and Organize Materials for Teaching Purpose
Makes adequate plans for teaching; selects material with due regard for individual differences; organizes material effectively | 5 4 3 2 1 |
| C. Ability to Implement Teaching Strategies
Has general mastery of methods; is able to create effective learning situations; maintains proper balance between teacher/student activity; provides for individual differences and learning styles; implements appropriate use of technology | 5 4 3 2 1 |
| D. Ability to Evaluate Teaching and Learning Situations
Is able to evaluate student progress and attainment of course objectives and competencies | 5 4 3 2 1 |

- | | | |
|----|--|-----------|
| E. | Communication Skills
Presents ideas simply and clearly; uses language effectively;
demonstrates proper written and oral skills | 5 4 3 2 1 |
| | | |
| F. | Classroom Management and Discipline
Is fair and just in dealing with students; creates positive learning
environment; understands students and their needs; is concerned for
safety of students; has the interest and cooperation of students; develops
responsibility in students | 5 4 3 2 1 |

IV. COMMENTS

Strengths and Opportunities for Improvement

Instructor/Participant signature date

Mentor signature date

Transition to Teaching/Clinical Practice
Mentor or Other Instructor Observation
(2 per semester)

Instructor _____ Mentor/Instructor Observed _____

College _____ Department _____ Date _____

Course _____ Classroom _____ Laboratory _____

Directions: The participant is to complete two observations of their mentor or another college instructor each semester.

Planning

Comments

- _____ Identifies Objectives for instruction
- _____ Prepares appropriate lesson plan
- _____ Shows creativity in lesson design
- _____ Considers students' interests, needs abilities
- _____ Assembles all needed materials
- _____ Provides for active student involvement
- _____ Considers appropriate use of reinforcing activities
- _____ Plans for variety of teaching strategies & resources

Implementing

Comments

- _____ Provides effective introduction
- _____ Follows lesson plan sequence in instruction
- _____ Meets students' developmental needs
- _____ Speaks clearly and effectively
- _____ Displays enthusiasm
- _____ Provides directions/explanations in a clear, direct manner
- _____ Uses positive & productive classroom management techniques
- _____ Makes effective use of technology
- _____ Demonstrates effective questioning skills
- _____ Utilizes opportunities for impromptu teaching
- _____ Applies closure techniques
- _____ Demonstrates understanding of diverse cultures
- _____ Is aware of physical environmental factors
- _____ Understands content of lessons

Evaluating

Comments

- _____ Checks for understanding
- _____ Determines students' attainment of key objectives
- _____ Reteaches when necessary
- _____ Shares evaluation results with students in appropriate manner

Techniques to consider adopting in my classroom:

Signatures:

Instructor/Participant Date

Mentor/Instructor Observed Date

ADVISOR/ADVISEE CONFERENCE OBSERVATION AND POST CONFERENCE

DATE _____

OBSERVATIONS OR COMMENTS: Make note of ideas you may consider using in advising sessions.

[illegible]

Date

Transition to Teaching/Clinical Practice
Instructor/Participant final Evaluation Form

Under the Family Education & Privacy Act of 1974, the instructor/participant has the right of inspection and review of this document.

Directions: For each of the items below, circle the number that describes the instructor/participant as a professional. It is very important that the mentor and administrator complete this evaluation and return it to the project coordinator at the end of the final semester.

		Excellent		Average		Unsatisfactory
I.	PERSONAL					
1.	Appearance	5	4	3	2	1
2.	Poise	5	4	3	2	1
3.	Sense of humor	5	4	3	2	1
4.	Sensitivity	5	4	3	2	1
5.	Disposition	5	4	3	2	1
6.	Dependability	5	4	3	2	1
7.	Initiative	5	4	3	2	1
8.	Tact	5	4	3	2	1
9.	Emotional stability	5	4	3	2	1
II.	PROFESSIONAL					
1.	Sense of responsibility	5	4	3	2	1
2.	Acceptance of criticism	5	4	3	2	1
3.	Cooperation	5	4	3	2	1
4.	Enthusiasm	5	4	3	2	1
5.	Attitude	5	4	3	2	1
6.	Professional ethics	5	4	3	2	1
7.	Interest in teaching	5	4	3	2	1
8.	Self improvement	5	4	3	2	1
9.	Promise of future growth	5	4	3	2	1
10.	Shows mastery of content area	5	4	3	2	1
III.	CLASSROOM MANAGEMENT AND TEACHING COMPETENCE					
1.	Knowledge of subject matter	5	4	3	2	1
2.	Establishes measurable objectives	5	4	3	2	1
3.	Ability to plan and organize	5	4	3	2	1
4.	Ability to implement appropriate teaching strategies and use of technology	5	4	3	2	1
5.	Oral and written expression	5	4	3	2	1
6.	Ability to evaluate student progress	5	4	3	2	1
7.	Ability to motivate students	5	4	3	2	1
8.	Rapport with students	5	4	3	2	1
9.	Classroom environment	5	4	3	2	1

OTHER COMMENTS: (If you need more room for comments please use the back of this form.)

_____ Instructor Date	_____ Mentor Date	_____ Administrator Date
---	---	--

TRANSITION TO TEACHING/CLINICAL PRACTICE

ACTIVITY LOG--FALL SEMESTER 2005-2006

Participating Instructor

Mentor

SEPTEMBER:

Date:

Notes:

Observation by Mentor: _____

Post-Conference: _____

Evaluation Form: _____

Observe Mentor or other instructor: _____

Update Binder: _____

Participant Initials

Mentor Initials

OCTOBER:

Date:

Notes:

Observation by Mentor: _____

Post-Conference: _____

Evaluation Form: _____

Observe Mentor or other instructor: _____

Update Binder: _____

Participant Initials

Mentor Initials

NOVEMBER:

Date:

Notes:

Observation by Mentor: _____

Post-Conference: _____

Evaluation Form: _____

Observe Mentor or other instructor: _____

Update Binder: _____

Participant Initials

Mentor Initials

DECEMBER:

Date:

Notes:

Observation by Mentor: _____

Post-Conference: _____

Evaluation Form: _____

Observe Mentor or other instructor: _____

Update Binder: _____

Participant Initials

Mentor Initials

Career and Technical Education

Supervisor Visit: _____

University Teacher Education

Supervisor Visit: _____

CTE Super. Initials

Univ. Super. Initials

Advisor/Advisee Conference

Observation: _____

*Please submit a signed original of this form to
the Transition to Teaching/Clinical Practice
Coordinator at the end of the Fall Semester*

Participant's Signature

Date

Mentor's Signature

Date

TRANSITION TO TEACHING/CLINICAL PRACTICE

ACTIVITY LOG--SPRING SEMESTER 2005-2006

Participating Instructor

Mentor

JANUARY:

Date:

Notes:

Observation by Mentor:

Post-Conference:

Evaluation Form:

Observe Mentor or other instructor:

Update Binder:

Participant Initials

Mentor Initials

FEBRUARY:

Date:

Notes:

Observation by Mentor:

Post-Conference:

Evaluation Form:

Observe Mentor or other instructor:

Update Binder:

Participant Initials

Mentor Initials

MARCH:

Date:

Notes:

Observation by Mentor:

Post-Conference:

Evaluation Form:

Observe Mentor or other instructor:

Update Binder:

Participant Initials

Mentor Initials

APRIL:

Date:

Notes:

Observation by Mentor:

Post-Conference:

Evaluation Form:

Observe Mentor or other instructor:

Update Binder:

Participant Initials

Mentor Initials

Career and Technical Education

Supervisor Visit:

University Teacher Education

Supervisor Visit:

CTE Super. Initials

Univ. Super. Initials

Advisor/Advisee Conference

Observation:

Final Evaluation:

Please submit a signed original of this form to the Transition to Teaching/Clinical Practice Coordinator at the end of the Spring Semester

Participant's Signature

Date

Mentor's Signature

Date

MENTOR **(cooperating teacher)**

The mentor is in a unique position to facilitate the professional growth of the new instructor (student teacher) through a satisfying clinical practice experience. The mentor can demonstrate in a practical way the many challenges of teaching, the responsibilities that must be assumed, and the magnitude of the job. Much of the success of the clinical practice experience depends upon the development of a close relationship/partnership between the mentor and the participant.

The mentor also has the responsibility of communicating the progress of the new instructor to the *Transition to Teaching/Clinical Practice* project coordinator. The mentor, the project coordinator, and the university teacher education supervisor must work effectively together to facilitate a successful clinical practice experience.

A Interpersonal Relationship with Instructor/ Participant

The orientation period will afford the mentor an opportunity to dispel some of the anxieties that instructor/participant may possess. The mentor should:

- 1) become acquainted with the instructor/participants personal and educational background.
- 2) accept the instructor/participant as a co-worker, but recognize the leadership responsibilities required to be a mentor.
- 3) welcome and introduce the instructor/participant to the staff.
- 4) provide information concerning school policies and regulations.
- 5) be available for support, suggestions, and conferences.
- 6) notify the project coordinator and university supervisor of progress or concerns.

B. Classroom Procedures and Techniques

The mentor serves as a model for the instructor/participant by developing insight into successful teaching styles, and by providing an understanding of the *Transition to Teaching/Clinical Practice* program. To introduce classroom procedures and techniques, the mentor can:

- 1) demonstrate successful planning and teaching styles.
- 2) point out a variety of methods for presentations and laboratory experiences.
- 3) provide support and stress the use of a variety of materials including technology.
- 4) exhibit skill in effective classroom management.
- 5) demonstrate and review effective assessment strategies.
- 6) utilize the reflective thinking process.

C. Guidance of the Instructor/Participant

A mentor should provide an atmosphere which is conducive to personal exploration, allows freedom to experience trial and error, and further the discovery of effective and personalized teaching style. The mentor should:

- 1) acquaint the instructor/participant with routine matters.
- 2) share in planning, implementing, and evaluating strategies.
- 3) encourage the instructor/participant to develop and implement his or her own ideas.
- 4) provide continuous feedback.
- 5) cooperatively help set short and long range goals and formulate a philosophy of education.
- 6) exhibit professional attitude and image.

D. Evaluation of the Instructor/Participant

Evaluation of the instructor/participant must be a continuous and on going process throughout the clinical practice experience. The main purpose of evaluation is to provide the instructor/participant with verbal and written feedback so he or she recognizes their strengths and weaknesses and can set goals for improvement in areas of weakness. Mentors are asked to complete observation forms monthly on the instructor/participants performance. These forms help the instructor/participant realize what progress is made and what needs to be done to continue toward successful completion of the *Transition to Teaching/Clinical Practice* program.

- 1) Informal observation/assessment may include the following:
 - a. daily exchange of teaching ideas and suggestions.
 - b. brief conferences following teaching experiences.
 - c. use of audio and video tapes.
- 2) Formal observation and evaluation should include the following:
 - a. monthly prearranged conferences to discuss the instructor/participants observations, issues and concerns, and progress.
 - b. completion of the ongoing Transition to Teaching/Clinical Practice expectations and forms.
 - c. completion of final Instructor/Participant evaluation form to be sent to the project coordinator and then to the university for placement in the Instructor/Participants placement file. The mentor and the instructor/participant should confer as this final step is completed.

HELPFUL KNOWLEDGE AND SKILLS for MENTORS AND MENTEES

Mentoring is the processes of helping an individual develop skills, knowledge, and attitudes in order to set and reach important life goals. It's the process in which successful individuals go out of their way to help others succeed.

Mentoring may be informal when you and another individual meet work, or socialize together, and over time, the mentee receives the greater amount of help or it may be formal. In this case, you are part of a program in which mentors and mentees are linked; or you and someone may negotiate a formal partnership. The length of the partnerships ranges from a few weeks to several months and includes goals, negotiated expectations and agreements and some type of time frame for the mentoring arrangements.

Both mentors and mentees use specific process skills during their partnership to help assure that the mentor/mentee relationship is productive, time efficient, and enjoyable. Understanding and application of these skills will enhance your ability to mentor and be mentored. Both mentors and mentees should utilize the following core skills in their mentoring partnership.

1. Listening Actively

Active listening is the most basic mentoring skill: the other skills build on and require it. When you listen well, you demonstrate to your mentor or mentee that their concerns have been heard and understood. As a result, they feel accepted by you and trust builds. The only way you can indicate you're listening intently is by performing several observable behaviors. For example, if you're an excellent listener you:

- appear genuinely interested by making encouraging responses such as "Hmmm..." "Interesting..." or reflecting back (paraphrasing) certain comments to show you've grasped the meaning and feelings behind the message;
- use appropriate nonverbal language such as looking directly into people's eyes, nodding your head, leaning slightly toward them, frowning or smiling where appropriate;
- avoid interrupting mentors and mentees while they're talking;
- remember to show interest in things they've said in the past ("by the way, how did the meeting with your content specialist go?"); and
- summarize the key elements of what's been said.

Resist the impulse to always turn the conversation to your experiences and opinions and to find immediate solutions to problems you may be hearing. Listen carefully first; problem solve much later.

2. Identify Goals and Current Reality

Whether you're a mentor or mentee, you should have a personal vision, specific career/life goals, and a good grasp of current reality. Mentors should talk to their mentee about their visions, dreams, and goals. Your mentee will be interest in your view of your strengths and limitations as well as the current reality of situations within your department and college and they will want help in recognizing theirs as well.

Mentees need to know their tentative life/career goals, strengths, what development is needed, and the specific assistance they would like. This should be an early on discussion between the mentor and mentee. The more mentors are aware of these, the more accurately they can provide assistance to their mentee. To demonstrate this skill:

- know what's important to you, what you value and desire most;
- recognize areas in which you're able to perform well, very concrete examples of behaviors you can perform at the good-to excellent level.
- Identify specific weaknesses or growth areas observed in you and ones noted by others.
- Set tentative one to five year goals in your personal life and career, and
- describe accurately the reality of situations in which you are involved.

3. Building Trust

The more mentors and mentees trust each other the more they will be committed to their partnership and the more effective it will be. Trust develops over time. To become trustable, you must:

- keep confidences shared by each other;
- spend appropriate time together;
- respect each others boundaries;
- admit errors and take responsibility for correcting them: and
- tactfully tell your mentee why you disagree or are dissatisfied with something so they'll know you are honest with them.

4. Encouraging

The most important mentoring skill is giving encouragement. This includes giving your mentee recognition and sincere positive verbal feedback. Effective mentors encourage their mentee, which in turn helps increase the mentees' confidence and enables them to develop. At the same time mentees make a point of positively reinforcing their mentors, which serves to keep the mentor focused and motivated. Provide positive feedback on regular bases.

While there are many ways to encourage, and mentees can differ in the types and amounts of encouragement they like, you can:

- compliment them on accomplishments and actions;
- point out positive traits (such as integrity and perseverance) in addition to their performance;
- praise them privately, one on one;
- commend them in front of other people (being sensitive to any cultural and style preferences regarding public praise);
- write an encouraging memo, e-mail; or leave a complimentary voice mail;
- express thanks and appreciation; and
- let them know how you used any help they have given.

Be certain that your praise and encouragement are sincere. In mentoring, err in the direction of too much praise, rather than too little. Some human development experts recommend a ration of three to four praises for every corrective remark.

Critical Skills for Mentors

In addition to the mentoring skills described above, mentors use several specific competencies in an attempt to help mentees develop.

1. Inspiring

One skill that separates superb mentors from very good ones is an ability to inspire their mentee to greatness in their profession. By setting an example as a visionary, then helping them create a personal vision to reach, you can help them onto future paths that excite and motivate them even beyond their original hopes and/or dreams. Mentors vary in their ability to be inspiring. See if you can:

- do inspiring actions yourself which challenge your mentee to improve;
- help him/her observe other instructors and professionals who are inspiring;
- challenge them to rise above mundane and do important things in life; and
- help him/her recognize important accomplishments no matter how small they may be along with ways to excel again.

It is always tempting to tell your mentee what to do and, in fact, to have them follow in your footsteps. Your challenge as a mentor is to ensure that your mentee identifies and pursues their own visions, not yours.

2. Providing Corrective Feedback

In addition to giving frequent and sincere positive feedback, effective mentors should also be willing and able to give their mentee corrective feedback. When you observe your mentee making mistakes or performing less than desired expectation, you should be direct with them, letting them know what you perceive and provide some better ways for handling the situation. It will probably be better for them to hear this from you than from others. This is an aspect of the mentor's protection skill, Managing Risks, described next.

One of the first things you can discuss with your mentee is if and how they would like to receive feedback. People are more willing to hear corrective feedback if they have given permission and know in advance that it is coming. At the same time, you'll be more likely to give it if your are invited to do so. Attempt to:

- use positive, non-derogatory, professional words and tone of voice to your mentee when their behaviors or performances aren't satisfactory;
- give corrective feedback in private;
- give the feedback as soon as feasible after the performance;
- give specific (as opposed to vague) feedback on behaviors; and
- offer useful suggestions for them to try next time, offering to be a resource when the time comes.

Use the Encouraging skill much more often than the skill for Providing Corrective Feedback.

3. Managing Risks

Another characteristic of effective mentors is their willingness and ability to protect their mentee from disasters. One of your tasks is to prevent your mentee from making unnecessary mistakes as they learn to take appropriate risks. This skill builds closely on the core skill of *Building Trust*, identified earlier. Some refer to this process as helping your mentee “step out on the branch, and then fly when ready.” You will:

- help your mentee recognize the risks involved in actions and projects, including some risks (and mistakes) you have experienced;
- make suggestions to help them avoid major mistakes (professional, career, personal, and other) in judgment or action;
- help them learn to prepare well, get wise counsel, then trust their own decisions and actions; and
- if requested in difficult situations, intervene as your mentees’ advocate with others.

Managing risks is an increasingly important mentoring skill. Some potential danger zones in which your mentee could make errors and possibly jeopardize their career or position are:

- dealing incorrectly with students and fellow instructors;
- offending certain people;
- missing deadlines;
- taking the wrong position;
- doing something unethical;
- repeated low student performance;
- repeated poor student and department evaluation; and
- failing to learn and improve.

4. Opening Doors

Mentors are usually in a position to provide visibility for their mentee. This means opening the right doors that allow them to meet people and to demonstrate to different audiences what they can do. Research has shown that when mentors vouch for their mentee in this way, their work is much more likely to be well received. To open doors, you’ll:

- put in a good word to people who could help your mentee reach desired goals;
- personally introduce your mentee to appropriate contacts;
- make certain your mentees’ abilities are noticed by others;
- give your mentee opportunities that enable him/her to interact with colleagues and other important people in your profession and career field; and
- suggest other people for your mentee to observe or contact.

You will probably open doors for your mentee only when you believe they are ready to go through them. Since your reputation may be affected by your doing this, you will first want to

see that your mentee is capable and trustworthy. Explain this process to your mentee as part of the development effort.

5. Instructing/Developing Capabilities

All mentors do some teaching or instructing as part of their mentoring. This skill is especially important in formal mentoring because time is limited. This doesn't mean that you need to give formal lectures. Instead, your instructing will usually be informal from modeling specific behaviors to conveying ideas and strategies one on one, in a tutoring mode. You will:

- be a “teaching/learning broker” as you assist your mentee in finding resources such as people, books, software, websites, and other information sources;
- teach your mentee new knowledge or skills by explaining, giving effective examples, and asking thought provoking questions;
- help your mentee gain broader perspectives of your college/organization including history, values, culture, and politics; and
- demonstrate and model effective actions, pointing out what you're trying to do.

A key part of your instruction is teaching the mentoring process. You can do this by making process comments—pointing out, naming, and otherwise getting your mentee to recognize what aspect of mentoring you are doing at the time and why.

Critical Skills for Mentees

Mentees need to be competent in several areas, in addition to the skills that have already been mentioned.

1. Acquiring Mentors

Becoming a successful mentee isn't a passive experience. In the spirit of career self reliance, you should be very active in selecting and negotiating with a mentor who can help you succeed. Good mentors have a wide choice of potential mentees, so you must skillfully handle the acquisition process. For example, you will want to:

- convey your specific needs and goals to your assigned or prospective mentor; and
- negotiate the mentoring arrangement, including agreements on goals, expectations, length of the partnership, confidentiality, feedback processes, and meeting schedules.

2. Learning Quickly

Mentors enjoy working with a mentee who learns quickly and takes seriously any efforts to teach them. Typically, your mentor wants you to be a “quick study.” You should work hard at directly and indirectly learning everything you can as rapidly as possible. Try to:

- apply knowledge and skills presented to you, and be ready to tell your mentor how it was applied;
- observe carefully and learn indirectly from the modeled actions of your mentor and others;

- study materials (those give by your mentor and materials you seek out) related to your development as a classroom instructor and student advisor;
- integrate new things you learn into your own conceptual framework for problem solving; and
- Receive feedback without becoming defensive. (You should ask for specifics and be appreciative of feedback. If your mentor has misperceived a fact, diplomatically tell him/her.

As your mentoring relationship proceeds and matures, you will probably have ample opportunity to debate and disagree with your mentor. In the beginning, you should display a strong learning attitude, be willing to consider new ideas, and show an openness to be proven wrong.

3. Show Initiative

Some mentors will attempt to lead the mentoring partnership and expect you to follow; while others will expect you as a mentee to drive the process from the beginning. Either way, they will expect you to show the right amount of initiative. They will observe what you are doing on your own to develop. At times, most mentors will expect some following from you, particularly when your activities could have ramifications for them (e.g., approaching one of their valued contacts).

As an effective mentee, you:

- know when and when not to show initiative;
- ask appropriate questions to clarify and get more information;
- pursue useful resources on your own;
- take informed risks (stretch beyond your usual comfort level) in order to acquire new knowledge and skills; and
- go beyond what your mentor suggests, that is, take his/her ideas and show creative or ambitious ways of using them.

Mentors vary in the amounts and timing of initiative they like from their mentee. Discuss this early in your partnership to establish preferences and expectations and to negotiate arrangements that work for both of you.

4. Following Through

Mentees who can't follow through on tasks and commitments are often dropped. To demonstrate the skill of following through, you should:

- keep all agreements made with your mentor
- complete agreed-upon tasks on time;
- try out their suggestions and report back the results;
- explain in advance if you want to change or break an agreement; and
- persist with difficult tasks even when you're discouraged.

5. Managing the Mentor/Mentee Relationship/Partnership

Even when your mentor tries to take a strong lead, you're the one who should manage the relationship. It is your development, and you must take responsibility for its process and outcomes. To go through this program, you must:

- describe the process of being mentored-how it works and why it's powerful;
- stay up to date with your mentor on issues between you, goals to reach, teaching/learning strategies to develop and present, reports to complete meeting schedules and responsibilities to complete, etc.;
- analyze the status of your mentoring partnership, and determine progress, areas and issues that need further attention.
- prepare for the end of your mentor/mentee partnership, even if it will continue on an informal basis.

Carefully track your mentoring partnership, ask questions and make suggestions as needed.

The critical skills for mentors and mentees described in this reading were obtained at a mentor training workshop in California and were presented by Dr. Linda Phillips-Jones who is the author of the book *The New Mentors and Protégés*, as well as several other publications. I have found these recommendations to be most helpful when I served as a mentor in the Transition to Teaching program and in my career as a director of Career and Technical Education. Mentoring programs have become very popular and many helpful resources can be found on the internet. Compiled by LaDonna Elhardt using references mentioned above.

**North Dakota State and Tribal College
Transition to Teaching/Clinical Practice Program**

Annual Budget Proposal

2004-2005

PERSONNEL:

• Project Coordinator (half-time)	\$25,000	
• Seminar Presenters	5,000	
• Mentors	4,800	
• Teacher Education Supervisors	<u>4,200</u>	
		\$39,000

TRAVEL:

• Coordinator	\$3,000	
• Seminar Presenters	3,000	
• Instructor Participants	3,000 (paid by college)	
• Teacher Education Supervisors	<u>4,000</u>	
		\$13,000

MATERIALS:

• Supplies	\$1,000	
• Printing	3,000	
• Postage	500	
• Telephone	<u>500</u>	
		<u>5,000</u>

TOTAL **\$57,000**

*Budget: Based on 12 Participants
Six Seminars
Two Teacher Education Visits
Tuition waived by Higher Education System

**Additional six students \$9,500

TOTAL for 18 students **\$66,500**

North Dakota State and Tribal College Transition to Teaching/Clinical Practice Program

Program Implementation Recommendations

1. It is recommended that the program be implemented in the Fall Semester of 2004.
2. It is recommended that the program be managed by a Project Director appointed by the State Director of Career and Technical Education and that this position be a minimum of half-time.
3. It is recommended that all new Career and Technical Education instructors, regardless of program area, be certified under the guidelines and requirements specified in the Transition to Teaching/Clinical Practice Program.
4. It is recommended that the proposed budget be funded to support the Transition to Teaching/Clinical Practice Program.
5. It is recommended that the requirements outlined in the Transition to Teaching/Clinical Practice Program be diligently followed by all participants in order to insure quality and credibility in the program.
6. It is recommended that the program requirements be clearly communicated to all of the participating two-year colleges in order to insure total understanding and compliance.
7. It is recommended that ongoing communication with the Education Department at Valley City State University take place to insure that participants receive credit as outlined in the program.

TRANSITION TO TEACHING

DISCUSSION POINTS FOR CAMPUS MEETINGS

- Program is one academic year in length.
- VCSU will award 12 credits in Clinical Practice which will meet Student Teaching requirements when pursuing a Bachelor's Degree.
- VCSU will award 3 credits for Introduction to teaching which will satisfy an elective requirement for a Bachelor's Degree in Career and Technical Education.
- Participant must be a contracted teacher to be eligible for Clinical Practice.
- Participant will require: A) a mentor who is a veteran faculty member from his/her college. The mentor need not be from the same discipline. B) a content specialist who is a member of the advisory committee or other specialist from business or industry.
- The participant will be visited up to four times during the year by VCSU student teacher supervisor.
- Mentors will be compensated (dollars or release time)
- Higher education tuition waiver policy will likely be followed (there are budget issues with this).
- Seminars based on the six standards will be conducted. Is it acceptable to schedule these on teaching days? There will be six seminars.
- Orientation meeting for participants, mentors, content specialists and designated administrators.
- Review documents: A) Role Responsibilities, B) Standards and Benchmarks